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ABSTRACT

This guide addresses steps that must be taken at various administrative levels and at the course or program level in order to successfully implement P.L. 94-142 (see CE 024 664). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data. (BM)

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MAINSTREAMING HANDICAPPED STUDENTS

GUIDELINES FOR INCREASING THE ENROLLMENT OF HANDICAPPED LEARNERS IN VOCATIONAL CLUSTER PROGRAMS IN THE PORTLAND PUBLIC SCHOOLS

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GUIDELINES FOR INCREASING THE ENROLLMENT OF HANDICAPPED LEARNERS IN VOCATIONAL CLUSTER PROGRAMS IN THE PORTLAND PUBLIC SCHOOLS

by

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Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools

INTRODUCTION

Portland School District 1J was awarded a grant from the Department of Health Education and Welfare, U.S. Office of Education to improve the capacity of the Portland School District to fully implement individualized vocational education instruction, as required by P.L. 94-142, in a maximum number of classroom and field based vocational programs. To accomplish this task, an extensive literature review and three surveys of teachers, handicapped learners, and their parents were accomplished. The findings from these activities were applied to actual planning situations within the four Area III secondary schools in Portland.

The information gleaned from the background studies and the school-level planning have resulted in a series of guidelines or suggestions for increasing handicapped learner participation in Portland Public Schools vocational education programs. Also included are a series of action steps that vocational cluster teachers have identified for 1979-80. These are the first year objectives for the school Vocational Cluster Program Five Year Plans.

To successfully implement P.L. 94-142 and to individualize the vocational instruction of handicapped learners, action must be taken both sequentially and simultaneously at a number of organization levels. Attention must be given to organizational components both inside and outside the school, and whenever possible, existing organizational components should be utilized.

This guide will address steps that must be taken at various administrative levels and at the course or program level. Suggestions for action are based on information obtained from reviewing literature, applied research activities, and recent efforts of the Portland Public Schools to implement P.L. 94-142. Action steps will be classified and discussed according to the following four categories: (See Chart I)

Central Administrative Action

Area Administrative Action

Building Level Action

Course or Program Level Action

The reader will note that Chart I provides a brief description of action steps that must be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. Color coding has been used to aid the reader. The color of each of the action levels listed in Chart I corresponds with the color of the pages where the action steps are discussed. The reader is encouraged to review Chart I and then read the specific sections of the text that seem to be most relevant and where further information is desired.

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CHART I

ACTION LEVELS FOR COMPLIANCE WITH P.L. 94-142 IN VOCATIONAL EDUCATION

Topic	Central Administration		Building Level	Course or Program Level
Policies and Procedures	Establish policies and procedures for compliance with P.L. 94-142. (page 4)	Refine and implement policies and procedures.	Implement District and Area policies and procedures.	Support all District and Area policies and procedures.
Information	Disseminate information in an appropriate and timely fashion. (page 4)	Complement Central Administration information efforts. Provide appropriate information to Area personnel.	Actively seek information. Coordinate information sources with those needing information.	Actively seek information. Apply information to individual teaching situations.
Attitude/Needs Assessment	Encourage and facilitate staff needs assessment including an assessment of attitudes.	Coordinate in-school administration of attitude/needs assessment. Assist personnel in applying findings to Area and school programs.	Administer attitude/needs assessments in all schools. Apply findings to school programs.	Participate in attitude/needs assessment. Apply findings to vocational programs.
Student Vocational Assessment	Provide vocational assessment services for all handicapped students. Provide vocational assessment services for screening and placement purposes.	Facilitate scheduling and efficient use of VAC services by schools within the Area.	Assist SE and VE teachers in using VAC services and applying assessment data to individual student situations.	Apply results of VAC screening to individualizing vocational education placement and instruction.
Student Identification	Establish policies and procedures for student identification.	Refine and implement procedures for student identification.	Form screening committee. Actively seek "unidentified" students and refer to Area for screening and evaluation.	Actively seek "unidentified" students.
IEP Process	Prepare and recommend IEP procedures.	Accept and/or modify and implement IEP procedures.	Form IEP committee. Comply with all requirements of the IEP process.	Participate in the IEP process. Implement the IEP.
Staff Development	Provide inservice offerings. Support requests for staff development projects.	Encourage participation in District inservice programs. Provide Area inservice offerings. Support requests for staff development projects.	Encourage participation in inservice programs. Identify needs, and support requests for staff development.	Participate in inservice and other staff development programs.
Staffing	Hire and assign appropriate staff.	Identify staffing needs. Facilitate the hiring and placement of staff.	Identify staffing needs. Work with District and Area personnel to hire appropriate staff.	Communicate needs for additional staff, including aides to appropriate administrators.
Architectural/ Equipment Barriers	Survey school buildings to identify architectural barriers. Prepare plans to bring buildings into compliance.	Support Central Administration efforts to identify and reduce architectural barriers.	Cooperate with Central and Area personnel in identifying and removing architectural barriers. Assist teachers in identifying and reducing equipment barriers.	Identify barrier conditions in classrooms, laboratories, and shop facilities. Identify needs for modified equipment.
Cooperation	Demonstrate cooperative leadership. Explore possibilities for cooperative projects.	Demonstrate cooperative leadership. Encourage cooperative projects at the Area and school levels.	Encourage interdisciplinary planning and instruction. Schedule mutual planning or conference time for VE and SE instructors.	Involve VE and SE instructors in planning and instruction. Explore a variety of instructional formats, time frames, and instructional methodologies for handicapped.
Planning	Request annual plans for vocational and special education programs.	Provide coordination and clerical assistance for vocational and special education program planning.	Facilitate the planning of vocational and special educators. Include program plans as part of the teacher evaluation process.	Complete and update annually a five-year vocational education program plan. Review handicapped issues as part of the annual plan. Consult special educators regarding planning.

CENTRAL ADMINISTRATION

During the period between the passage of P.L. 94-142 and the present, the role of the Central Administration (through the Director of Special Student Services) has primarily been to obtain and transmit information, formulate District policy, and to motivate district employees to work toward full compliance with the law. A number of steps have been taken to achieve this goal, but many of the objectives will require ongoing attention. Central administrative personnel have prepared a District policy regarding the implementation of P.L. 94-142, held a number of information sessions for teachers and building administrators, developed and implemented a plan for handicapped learner identification, led in the development of procedures for preparing Individual Educational Programs (IEP's), supported a staff development program, and attended to key staffing issues throughout the District. Three additional areas of activity have included the identification of architectural barriers within school buildings, increasing cooperative leadership between vocational education, and special education, and encouraging long range planning of vocational and special education programs. These are the key issues that must be addressed by all school districts at varying organizational levels if compliance with P.L. 94-142 is to be achieved.

District Policies and Procedures. A first step in preparing to increase handicapped learner participation in vocational education will involve the preparation and dissemination of a district policy regarding the implementation of P.L. 94-142. In the case of Portland School District 1J, a policy regarding education of the handicapped has been prepared. (See Appendix A)

The policy statement clarifies the position of the District in the matter of compliance with Federal regulations, and it helps to define the nature and limits of the problem that each school faces regarding the achievement of compliance. The policy statement becomes the challenge to which all educators within the school system are expected to respond. The policy statement charts a course of action, which it is hoped, will result in improved educational programs and compliance with Federal law. Without it, efforts toward compliance will lack coordination and direction.

Dissemination of Information. It is vital that personnel at all levels have adequate information about Federal legislation affecting the education of the handicapped. Presentations were made to school faculty groups, groups of administrators, supervisors, and specialists. P.L. 94-142 and related matters have been agenda topics in a wide variety of subsequent meetings. All such formats are functional and should be tried in other school districts.

Initial information giving should be presented positively, and it should be followed by an opportunity for individuals and groups of educators to sort through their feelings, examine their attitudes, and to ask questions and request clarification when necessary. In retrospect, we have found that confusion and misunderstanding can often arise unless an ongoing information program is carefully coordinated. Again, the purpose of the information giving should be to inform educators about the law, but the process should also provide for attitudinal growth and should motivate educators to comply with the law.

Attitude/Needs Assessment. Teacher attitudes and needs regarding the instruction of the handicapped are key factors in the successful compliance with P.L. 94-142 in vocational education and other programs. Positive and negative attitudes as well as specific areas where support services are needed must be identified if these needs are to be addressed and desired curricular changes are to be accomplished.

A major responsibility of the central office is to recognize the need for such an assessment and to support such efforts. Contracting assessment services from outside sources, appropriating funds or personnel to perform assessments, or simple encouragement to area offices to accomplish such surveys are examples of appropriate central administration leadership.

Student Vocational Assessment. Information regarding handicapped students' learning strengths and weaknesses is highly useful to vocational teachers for developing instructional programs.

The Vocational Assessment Center offers the handicapped student a unique opportunity to learn about himself, his abilities, his limitations. Instead of the traditional pencil-paper testing often used in vocational counseling the student can experience first hand the realities and demands of a job. Each student entering the program works through a series of job samples designed to provide a "hands on" experience of the skills required by various types of work.

Since each handicapped student is an individual with differing abilities the Vocational Assessment Center has provided a wide variety of work samples developed by the Center staff or purchased through VALPAR.

These work samples measure skills ranging from size and shape discrimination involved in simple handling jobs to the more complicated skills of a commercial draftsman.

As each student enters the Center a plan for evaluating his skills is developed based on a pre-entry conference with the student and the teacher or counselor who has made the referral. A decision is made regarding the type of program best suited to the student's needs.

A student may enter the six to ten day program focusing only on vocational evaluation and counseling. Another student may need a period of vocational evaluation and counseling as well as a period of work adjustment training. This student may enter the seven and a half week program. He will participate in the vocational evaluation process and in addition spend part of each day in the fully equipped wood shop. He will also have the opportunity to test his skills in a fully equipt kitchen.

The purpose of the student's participation in either program is to allow him the chance to test his skills and abilities, to determine his limitations and to use this knowledge to develop realistic vocational goals. The Center staff, teachers, vocational counselors, area work experience coordinators and the Vocational Rehabilitation staff are ready to help the student in this process. With a vocational goal in mind the student can make maximum use of the services and programs provided by the district to develop his potential to the fullest.

School districts might consider a number of models for providing vocational assessment services. Cooperative ventures between two or more districts, a facility serving a metropolitan area, and contracting services with commercial or other private agencies are all examples

To a great extent, a district's choice will be based on the population to be served, budgeting restraints, alternatives available, and readiness of vocational instructors to apply student assessment data to individualizing instruction.

Student Identification. Each school district may approach the administrative task of student identification differently. However it is done, a systematic procedure for locating and identifying served and unserved handicapped students is required. It will require considerable coordination, and in a large school district it is most appropriately coordinated at the Central or Area levels.

Identification of students and management of services for students classified as blind/visually impaired, deaf/hearing impaired, and orthopedically handicapped is done at the central administration level in Portland School District 1J. Less involved handicapped youth such as the educable mentally retarded, emotionally handicapped, learning disabled, and speech impaired are managed at the Area level. Currently, management of the trainable mentally retarded population is the responsibility of the Educational Service Districts, but the programs are located in neighborhood high schools.

Individual Educational Programs. The IEP is a written description of interdisciplinary planning, implementation of specific educational services, and evaluation of those services for handicapped learners. It requires a number of assurances which include:

Prior notice of assessment
Parent or guardian participation
Statement of current level of performance
Statement of annual goals for the learner
Statement of short term learning objectives
Statement of needed special education and related services
Statement of duration services will be provided
Statement of the extent the learner will participate in regular programs
Annual program review

The IEP will include a clear statement regarding the learner's current vocational education status and attend to his/her vocational educational developmental needs. (See Appendix B)

The Director of Special Student Services and his staff have taken leadership in developing IEP forms and procedures. They have since been modified, and identical forms and procedures are used throughout the Portland District. Management of the IEP process is a program and building level matter, with each area office providing guidance and support.

Staff Development. A variety of approaches might be taken to address the staff development needs of educators, but in Portland School District 1J, inservice classes provide the framework for most staff development activity. Other methods of addressing staff development needs involve occasional in-building workshops, departmental seminars, presentations made at faculty meetings, enrollment in college courses, and visitations to educational program sites outside of the school. Involvement of non-educational agencies such as private employers, vocational rehabilitation agencies, and sheltered workshops is encouraged, since much can be learned from these programs. Smaller school districts may be more limited in their staff development options, but in so far as possible the use of several different formats is encouraged.

School districts are encouraged to utilize services of educational service districts, and the Personnel Development Center, all of whom have sponsored staff development activities regarding P.L. 94-142.

In the Portland District, the inservice program is the primary staff development activity, and it is coordinated at the Central Administration Level, although there are some Area and school programs.

Staffing. The Personnel Office of Central Administration coordinates the hiring and placement of staff. As needs for additional staff are identified at Area or building levels, requests for additional staff are made to the District Personnel Department.

Additional resources must generally be identified in order to hire additional staff, however reassignments resulting from changes in existing programs may be sufficient to meet additional demands. As more handicapped students are mainstreamed, theoretically more special education teacher time will be available for assisting in vocational instruction. Shifts in portions of teacher assignments within the school buildings may often be indicated.

Architectural/Equipment Barriers. Central administration has assumed the responsibility for reviewing buildings and facilities in order to identify architectural barriers. Architectural Services Office has completed a study and prepared recommendations which should bring the District into compliance.

Some school districts may wish to contract with private industry to complete such studies, but the information received from such efforts will likely be directed to the central administration level, where the majority of the decisions will be made.

Cooperative Leadership. There is a clear relationship between the degree to which teachers of vocational and special education cooperate and the success of their vocational programs for handicapped youth. In fact, one study correlated the proximity of the offices of vocational education and special education with the success of mainstreaming efforts.[1] Cooperation must be demonstrated at the leadership levels. Those persons in central administration who are assigned vocational education and special education responsibilities should have regular contact to discuss and plan strategies for improving the vocational instruction of the handicapped. Their cooperation should be highly visible in order to set an example for teachers and other administrators to emulate.

Building Level Planning. Long range planning is important to both vocational education and special education instruction. Appropriate persons in central administration can do much to coordinate and facilitate such planning. Preparing forms, establishing guidelines, and providing clerical support are examples. However, such assistance as providing positive leadership and creative suggestions for innovation in instructional programs, and identification of practical applications of planning may be even more needed by teachers.

[1]Tarrier, Randolph B. Mainstreamed Handicapped Students in Occupational Education: Exemplary Administrative Practices. Institute for Research and Development in Occupational Education/New York State Education Department, University of the State of New York, March 1978, pp. 1-87.

AREA ADMINISTRATION

Some large city school districts have assigned their schools to areas or similar subdivisions in an effort to achieve efficient management, better communication, and other outcomes. Where an area management structure is utilized, as it is in Portland School District 1J, there is a role for Area administration in the implementation of Federal legislation regarding the handicapped. Action steps will be similar to those performed at the central administration level. However, there will generally be closer involvement with school personnel and actual program concerns.

Policies and Procedures. Each area has developed policies and procedures for implementing P.L. 94-142 in accordance with District policy. Area procedural guidelines should reflect the unique needs and characteristics of the area. However, considerable uniformity among area policies and procedures is accepted.

Dissemination of Information. Area administrators have helped to coordinate information programs within schools throughout their areas. As previously mentioned, a number of formats have been utilized.

There is considerable need for continued, coordinated, informational efforts, since teachers and building administrators are at varying levels of awareness. Also, as policies are implemented and mainstreaming intensifies, there will be a need to shift from information about the Law to an emphasis on how to successfully implement specific facets of the Law.

Attitude/Needs Assessment. The Vocational Education Research Project tested a model for assessing attitudes and needs of Area III secondary teachers. The model involved surveying all secondary teachers and administrators in four high schools. Reports correlating attitudes and need statements with teaching assignment, previous contact with the handicapped, and other variables provided very useful information that was later used to plan information programs, planning strategies, staff development activities, and staffing decisions.

A complete description of the survey process and the results are available in separate publications. (See bibliography). Appendix C shows the survey questionnaire and the responses of vocational educators to the items. Similar surveys should be appropriate to the needs of other schools and school districts.

Student Vocational Assessment. The area offices can facilitate efficient use of the Vocational Assessment Center by coordinating student scheduling and by assisting teachers in the use of the data collected. Specialists in vocational and special education should be knowledgeable about all aspects of the vocational assessment process and should be able to provide assistance to teachers regarding curriculum and instructional uses of assessment data.

Student Identification. Identification of handicapped students will be an ongoing process. Procedures for identifying and serving the handicapped will be refined and continue to be a cooperative effort between central and area administration.

A special education specialist in each area will continue to oversee the student identification process, and in doing so, the specialist will work cooperatively with central administration and school personnel.

Individual Educational Programs. IEP procedures are refined at the area level, and support is given to building personnel in terms of records and forms necessary for the IEP process, and information and training to staff regarding requirements of the Law.

Copies of IEP's are maintained at the area office and are reviewed by appropriate administrative personnel.

Staff Development. As has been noted, a variety of staff development activities are available at all three levels. Area attention should be directed at identifying staff development needs and providing programs appropriate to those needs. Area inservice classes regarding P.L. 94-142 are available. Future offerings should be expanded to meet unique needs within each area.

Area personnel have actively provided initial information regarding P.L. 94-142 to building level administrators, vocational educators and counselors. The Vocational Education Research Project, conducted within Area III, has provided two persons to work with interdisciplinary committees on building and program level planning. Area personnel have begun to actively encourage counselors to become involved in the student identification and the IEP processes, and in vocational and educational guidance for handicapped youth.

Staffing. Staff needs are coordinated with the District Personnel Office, where all teacher assignments are made. Each Area Career and Vocational Education Specialist facilitates the preparation of Vocational Education Basic Grant requests for each school and coordinates the process with the Central Office of Career and Vocational Education. Some Basic Grant monies have been used to pay for vocational instructional aides, a use of funds that has been successful and will likely continue.

Architectural/Equipment Barriers. The primary responsibility for identifying and eliminating architectural barriers rests in the central office.

Cooperative Leadership. The importance of visible cooperation between vocational education and special education leadership has been stated. Those administrators at the area level must increase their communication and mutual planning efforts. The accepted notion seems to be that staff will pattern their behavior after the behavior of those in leadership positions, so visible cooperative efforts are vital at the area level.

Long Range Planning. District plans are required for vocational and special education, and responsibilities for the planning process are assigned to all levels within the District. The area office personnel provide a support and facilitative function. Forms, clerical assistance, information and legal interpretations are provided to school personnel who are involved in the planning. Through area leadership, the needs of handicapped students are specifically being addressed in vocational education planning.

It is important not to allow the legislation regarding education for handicapped youth to impose more clerical responsibilities on teachers than are absolutely necessary. Experience in Area III, Portland School District 1J, has confirmed the notion that existing planning systems and clerical procedures should be utilized whenever possible.

BUILDING LEVEL ADMINISTRATION

Policies and Procedures. Building level administrators follow policies and procedures established by the upper echelons of administration. Strict adherence to such policies and procedures is normally mandatory, and there should be few, if any, variations.

There are policies and procedures that need to be established for in-building purposes. It is suggested that they be presented by a careful reexamination of the school's philosophy of education, particularly as it applies to the vocational education of the handicapped. If the philosophy is consistent with the spirit of P.L. 94-142, then it would follow that appropriate policies and procedures for implementation should be relatively easily achieved.

Dissemination of Information. Building level administrators have a significant fole in facilitating the flow of information about the law to the instructional staff. Information regarding staff development opportunities, curriculum suggestions, and information about innovative instructional approaches or model programs are all important. A faculty newsletter, portions of regular faculty meetings, guest speakers from central or area administration and community resources might all be information sources for the staff.

Attitude/Needs Assessment. It is vital for building level administrators to recognize the importance of measuring staff attitudes and needs and applying the information to staff development and program changes. Building level leadership can "make or break" a staff survey.

By informing the staff and motivating them to accomplish the purpose of the survey, the reliability and validity of the survey results can be greatly enhanced. Applying the survey findings to improve school programs for the handicapped is a logical extension of the survey activity. Here, too, great responsibility rests with the building administrator.

Student Vocational Assessment. The primary responsibility of building level administration is to assure that vocational assessment is available to handicapped students, and that the data is appropriately applied to individualizing instructional programs. Building administrators should stress the importance of vocational education teachers and special education teachers working cooperatively in vocational assessment and other aspects of vocational education of the handicapped.

Student Identification. Procedures for identifying handicapped students must be consistent with due process provisions of P.L. 94-142 and with central office and area office guidelines. At the secondary level, the greatest populations of unidentified handicapped appear to be in the learning disabled (LD) and emotionally handicapped (EH) groups. Teachers must be made aware of behavioral signs and symptoms of these and other handicapped groups in order to initiate a referral process, and they must be informed about the screening process that is to be followed.

Building administrators must assign appropriate staff to a screening committee. Such a group might represent a number of disciplines and include a variety of support persons.

Its purpose will be to screen, and refer students to area level placement committees, and, if appropriate, recommend special services, including an individual educational program. Whenever possible, a vocational educator should be assigned to the building screening committee.

The staff needs to be informed about the function and responsibilities of the screening committee. Student identification, procedures for referral, and general responsibilities for the vocational teacher regarding student identification and referral are timely staff development topics.

It is suggested, and will be discussed later, that each vocational instructor establish target goals for enrolling handicapped students. Active participation in the identification process will facilitate this process.

Individual Educational Programs. Appropriate building level administrators can facilitate the IEP process by coordinating screening committee efforts with suggestions from staff members whose ideas and planning suggestions are needed. All teachers who work with a handicapped youngster must take an active part in developing that person's IEP. The building administrator may have to remind teachers of their responsibility.

It is also important that needed support services such as career and vocational guidance are addressed in the IEP. Handicapped youth may have an even greater need for these services than do their non-handicapped peers. Counselors, work experience coordinators, and career education teachers might occasionally review their services to the handicapped and make adjustments where they are indicated.

Staff Development. Teachers are encouraged to express their staff development needs, and administrators, program leaders, and the building inservice coordinator might all play a role in organizing and implementing inservice classes and other staff development programs. Building administrators should insure that inservice offerings are well publicized and that teachers are encouraged to take part in activities that will facilitate mainstreaming in vocational and other programs. A more ambitious approach would be to plan activities within a building for a specific faculty. The greater convenience and the homogeneity of the audience might allow for greater relevance in the staff development experience. Appendix D shows a variety of staff development formats.

Staffing. Staff needs must be clearly examined in terms of mainstreaming that has occured and is expected to occur. A number of support persons are available through regional programs, but there may be a need to reassign some teachers and to place aides in some programs.

Some attention might be given to scheduling responsibilities for vocational and special educators so as to allow for mutual planning time, mini-teaching or tutoring. A vocational teacher might present basic information regarding tools, shop safety, or measuring skills to handicapped students in their special environment, or a special education teacher might work with a handicapped learner or two in a vocational setting. Both might enlist the assistance of student or instructional aides in these and other situations. The possibilities for various instructional staffing combinations are many.

Architectural/Equipment Barriers. The primary responsibility for identifying and removing architectural barriers is at the central administration level, however, building level administrators can assist in the process by pointing out known problem areas and suggesting corrective steps.

Building administrators can assist teachers by purchasing or modifying equipment or classroom facilities in order to facilitate mainstreaming.

Cooperation. The need for cooperation in planning and instruction has been stated. Building administrators must exert leadership in order to maximize such cooperation at the building level. Often vocational educators and special educators have isolated themselves, and it may be difficult at first to achieve maximum cooperation. As educators learn that they can assist one another for the mutual benefit of their students, however, close cooperative working relationships will be established.

Long Range Planning. Long range planning is the responsibility of the vocational education teachers and special education teachers, but the building administrator can do much to strengthen the process and improve the product. The administrator should show an interest in the planning by participating in the process, reviewing each program plan, or by including the plan as part of the teacher evaluation process. Since mainstreaming is a relatively recent development, creative suggestions for teaching the handicapped will be welcomed by teachers.

Through administrative leadership we can assure that the needs of the handicapped are addressed in vocational program plans, and as has been mentioned earlier, effective leadership can facilitate cooperation between teachers of vocational and special education.

COURSE/PROGRAM LEVEL ACTION

Since it will be at the course or program level where mainstreaming will occur, it is at this level where considerable planning and preparation must take place. The emphasis of this section will be on what must occur in the classroom, shop, laboratory, studio, or other facilities including work sites, in order to successfully provide vocational instruction to the handicapped.

Policies and Procedures. Policies and procedures established at administrative levels must be carried out by teachers, but it is appropriate that teachers provide feedback regarding the effectiveness and appropriateness of such policies and procedures.

Information. Information regarding P.L. 94-142 will influence planning, instruction, and evaluation of programs in order for a school district to be in compliance with the Law and to effectively meet the vocational needs of the handicapped. Teachers must have easy access to additional information and be able to readily clarify information through contact with supervisors, specialists, and other administrators. Each teacher must identify his/her own needs for information and assume some responsibility for satisfying those needs.

Attitude/Needs Assessment. After participating in an attitude, needs assessment, each teacher should be encouraged to identify strengths and weaknesses. Areas of strength can then be emphasized as handicapped learners are mainstreamed in vocational programs. Where a teacher identifies weaknesses, they can be reduced by selective staffing, support personnel, and staff development participation.

Attitudes can be positive or negative, or more likely regarding a topic such as education of the handicapped, attitudes will vary between both extremes on specific issues. A useful strategy is to assist teachers in identifying positive attitudes of which they may not have been aware. In all situations, positive teacher attitudes and instructional strengths should be emphasized rather than teacher weaknesses and limitations.

Student Vocational Assessment. There are essentially two specific actions for the vocational instructor to take regarding student vocational assessment. First, the instructor must determine his/her need for information and communicate that need to personnel at the Vocational Assessment Center. Using existing assessment procedures or developing a new approach, Center personnel will provide the vocational instructor with a report of each students worker characteristics. Applying that data to an instructional situation is the second responsibility of the vocational teacher. Within certain specific limitations that might be imposed by equipment, space, staff, and other constraints, the instructor should attempt to teach to the learner's strengths as identified through the vocational assessment process.

Vocational education teachers commonly report that learning characteristics of the handicapped are more similar than they are different from those of their non-handicapped peers. Whether we are teaching handicapped or non-handicapped, we should be teaching to the learner's strengths rather than his/her weaknesses.

Student Identification. A vocational instructor should serve on the school's screening committee, but in present practice the vocational educator's involvement is generally limited to preparing a portion of each IEP. The vocational teacher must remain alert to the needs of the "unidentified" handicapped student population, and he/she must make referrals when a handicapping condition is suspected. Although the screening process will vary from building to building, each school has working procedures to accomplish the task. Each teacher must understand those procedures and participate at appropriate times in the identification process.

Individual Educational Programs. Vocational education teachers must participate in the preparation of IEP's for all handicapped learners who are enrolled in their classes. To accomplish this, the teachers must understand the purpose of the IEP, its mandatory components, and the requirements for its preparation. Brief workshops, training sessions, or coaching from a colleague are all methods of increasing teacher effectiveness in the IEP process.

It is important for the vocational teacher to know that the IEP becomes an educational plan that is to be implemented. The IEP is not a binding contract, but there should be every intention on the part of the instructor to accomplish the goals for the handicapped learner appropriate to his/her instructional program.

Staff Development. Early Vocational Education Research Project research indicated that staff development is consistently a part of programs where mainstreaming has been successful.

Unfortunately, demands on teacher time often put participation in inservice programs in a low priority. Other approaches such as mini workshops, presentations at faculty meetings, and inter-departmental discussions and planning sessions may often accomplish better results than inservice courses. Whatever method is employed, chances are that the following topics will be among those that will need to be addressed.

Teacher attitudes
Information regarding P.L. 94-142
Strategies for teaching the handicapped
Student safety
Curriculum development
Effective use of instructional aides
Strategies for vocational education/special education cooperation
Student vocational assessment procedures
Work experience placement and supervision
Teacher self-evaluation

As has been said, these and other topics can be presented in a number of ways. Appendix E shows outlines of two approaches. The workshop/dinner was an attempt to accomplish four basic goals:

1) to address previously identified staff development needs
2) to motivate teachers to continue planning
3) to inform previously uninvolved staff members about the law and the work of their colleagues
4) to publicly affirm plans for action for each of the Project's participating schools.

The inservice class outline describes a class that is scheduled to directly follow the workshop. It will more completely address staff development concerns and hopefully provide a continuity for teacher growth and development regarding vocational education of the handicapped.

These two approaches are directed at initial staff development needs. It is expected that a series of topics and other approaches will be implemented in the future. The reader can see that both outlines might easily be adapted to the unique needs of other schools or school districts.

Staffing. A major responsibility of vocational teachers is to maximize the effectiveness of all staff assignments. In the case of vocational instructional aides, clear planning and close supervision are vital. Aides should also be encouraged to take part in staff development, since doing so should increase their effectiveness.

Informal, cooperative planning and instructional assignments, as have been mentioned earlier, should be encouraged and practiced whenever possible. Teacher flexibility and adaptability will be necessary in many situations, as they will be expected to try new and varying approaches to staffing.

Facilities and Equipment. Problems regarding architectural barriers should be reported to administrators at the building level. The vocational teacher will have the primary responsibility for identifying the need for new or modified equipment. It is important that any equipment modifications do not prevent the safe operation of the equipment. It is a good idea to consult with the Area Career and Vocational Education Specialist before modifying any equipment that may pose a safety hazard. Other school districts may have formal policies regarding the modification of equipment.

Cooperation. Hopefully, models of cooperation between vocational educators and special educators will be easily identifiable at all leadership levels, and the teachers will be inclined to follow the example. Vocational educators should not hesitate to initiate cooperative action when the welfare of a learner is involved.

It is a good idea to meet with the special education teacher to learn as much as possible about a handicapped youngster's learning strengths and limitations. Hopefully, an ongoing, cooperative relationship between both teachers will result and will be practiced in future situations.

Long Range Planning. An effective strategy for meeting the needs of handicapped learners in vocational education programs is to include instruction of the handicapped as part of the vocational program planning process. Appendix F shows the vocational program planning components that have been reviewed annually by vocational instructors in Portland School District 1J. It also lists a series of questions that can be applied to the planning process to insure that adequate attention is given to the handicapped student issue.

Vocational educators may plan their programs individually, or they may choose to involve others in the planning process. This model was utilized by some Portland Public Schools' vocational teachers as part of the Vocational Education Research Project. Appendix G shows the results of each committee's planning - Action Steps for Vocational Cluster Programs: 1979-80. Interdisciplinary groups met on two to four occasions to give input to vocational educators regarding education of the handicapped, identify staff development concerns, give suggestions for greater involvement with the Vocational Assessment Center, and explore other ways of providing vocational instruction to the handicapped. It is suggested that such a group effort be applied to planning in other schools, since many educators have only modest information about P.L. 94-142, and even less understanding about how to modify their programs to accommodate the handicapped.

An interdisciplinary effort allows for creative exchanges and suggestions for actions that are based on a better understanding and experience. Planning efforts will be more successful if the task is approached cooperatively rather than individually. (Appendix H shows the planning schedule followed by most of the committees).

SUMMARY

Successful implementation of P.L. 94-142 in vocational education and other programs will require a variety of approaches at a number of organizational levels. The importance of working within existing organizational components and with persons in positions of responsibility cannot be overstated. The levels requiring specific responsibilities for action within Portland School District 1J include central administration, area administration, the building level, and course or program level. To some degree, all of the above organizational levels will be engaged in the following action areas:

Developing and/or implementing policies and procedures
Dissemination of information
Staff attitude and needs assessment
Student vocational assessment
Student Identification
Developing and/or implementing IEP procedures
Staff development
Staffing
Removal of architectural barriers
Increasing cooperation between VE/SE
Planning

Successful mainstreaming efforts will be greatly enhanced if teacher attitudes are identified and addressed in staff development activities, and vocational education and special education administrators embrace a mutual philosophical approach to mainstreaming and support it with clear, realistic policies and procedures.

It is important for building level administrators to encourage vocational teachers to include some program goals that will support mainstreaming efforts. Such program goals, through a mutual planning process, should also become part of the teacher evaluation process.

ANNOTATED BIBLIOGRAPHY
VOCATIONAL EDUCATION
RESEARCH PROJECT
PUBLICATIONS

ANNOTATED BIBLIOGRAPHY

The following is a list of publications that are available to be purchased from the Text Book Section, Educational Media Office, Portland Public Schools, 220 N.E. Beech Street, Portland, Oregon 97212.

Rumble, Richard R., Mainstreaming Handicapped Students: A Research Project in Vocational Education in the Portland Public Schools. PPS Publications Services, January, 1978. Pp 1-42.

Literature is reviewed and contributions of a number of nationally prominent curriculum administrators are included in this work. Characteristics of successful vocational education programs for the handicapped are identified and discussed following an overview of Public Law 94-142 and a brief historical review of special education in the United States.

_____, A Survey of the Attitudes of Secondary Teachers Toward the Mainstreaming of Handicapped Learners, (A Research Project in Vocational Education in the Portland Public Schools). PPS Publications Services, Spring, 1978. Pp 1-36.

Attitudes of 421 secondary school teachers and administrators regarding mainstreaming of the handicapped were surveyed. The report indicates that most teachers have had limited contact with the handicapped and have a number of concerns about their work with handicapped learners. Teacher concerns are discussed as are the specific problems they foresee related to this issue. A listing of areas in which teachers anticipate needing assistance is included.

_____, Attitudes of Portland Public School Vocational Cluster Teachers Toward Teaching Handicapped Learners. PPS Publications Services, Summer, 1978. Pp 1-20.

One hundred and twenty vocational cluster teachers were surveyed to learn their attitudes toward mainstreaming handicapped learners in vocational cluster courses. Comparisons are drawn between the results of the cluster teacher survey and the findings of the previously completed total teacher survey. Teacher perceptions about the relative ease of mainstreaming youth with specific handicaps and the clusters that most lend themselves to handicapped enrollment are included.

Stowell, Mary Anne, Handicapped Learner Participation in Vocational Education: A Report of Student, Parent, and Teacher Interviews, PPS Publications Services, Summer, 1978. Pp 1-15.

Eighty-three youth representing five of the major handicapping groups, their parents, and special education teachers were interviewed. Few handicapped youth are currently taking part in vocational cluster programs, however, most have had some kind of work experience. Parent and student aspirations for vocational training and future employment are similar, yet some students expressed greater optimism about future employment than did their parents. All students and parents, except for the blind or visually impaired, who had only college aspirations, expressed interest in and a desire for more information about vocational cluster programs.

Rumble, Richard R., A Synthesis of Information Obtained from a Literature Review and Field Research Activities Regarding the Mainstreaming of Handicapped Learners in Vocational Education, PPS Publications Services, Summer, 1978. Pp 1-20.

Findings from an extensive literature review and three field based research projects are discussed. Conditions that may well facilitate the mainstreaming of the handicapped youth into vocational cluster programs are listed as are factors that may inhibit such progress. A list for building level action is included.

APPENDIX A

PORTLAND PUBLIC SCHOOLS

POLICIES AND PROCEDURES REGARDING

PROGRAMS IN SPECIAL EDUCATION

Instruction Series 6000
(Special Education)

PROGRAMS IN SPECIAL EDUCATION

In providing educational experiences for all children who reside in District No. 1, it is the policy of the Board of Education that special education programs for handicapped children shall be an integral part of the educational programs of this District. Programs for the handicapped shall be provided in the most normal setting feasible when considering the needs of the student and the requirements of the total educational program, and shall be consistent with the requirements of Federal and State statutes. Programs for handicapped students shall ordinarily and generally be provided by the District. In cases where the District, in its judgment, is unable to provide a program for a student, the District may, at its initiative, contract with another school for educational services.

The Superintendent of Schools shall direct the development and operation of school programs to meet the special needs of handicapped children. Where appropriate, the District may develop and operate, in cooperation with the State, regional centers for handicapped children.

References: ORS 343.211
ORS 343.301
ORS 343.410
ORS 343.490
PL 94-142

Policy 10/24/77

Instruction Series 6000
(Special Education)

PROGRAMS IN SPECIAL EDUCATION

New legislative and judicial mandates by both the Federal and State levels of government require more systematic and documented procedures for qualifying students for special education programming, developing, and implementing individual education programs (IEP), recording student growth, maintenance of student records, and for accounting for funds expended in these programs. The following regulations have been established to meet these requirements.

I. Individual Building Plan

Each principal will, with the school staff and after consultation with area offices on the availability of special education staff and resources, plan and describe in writing the special education programs and services in the school. The plan should reflect staffing, space, and budget provisions as well as the assignment of responsibilities for carrying out the plan. This plan shall be kept on file in the area office for possible review by State and Federal agencies requiring such information, and by the Department of Special Education. The Department of Special Education shall describe in writing the special education programs and resources that are provided for the District and how those become available to areas and schools. This program description shall be made available to all schools, area offices, and the Office of the Superintendent.

II. Student Identification

Most, if not all, severely handicapped students will be identified before or at the time of school entrance. Those now in schools are receiving special services. Procedures for diagnosis and placement are as outlined below. Typically the great majority (mildly involved) of handicapped children will be identified initially by classroom teachers who will observe student inability to respond successfully to instruction or the instructional environment. The teacher will gather evidence of such dysfunction through careful observation of the child. If she/he feels that the instructional and behavioral data she/he has collected indicates need for further in-depth child study, she/he should consult with the building principal or designee, and possibly with a special education specialist or teacher, regarding the matter. If it is their consensus that it is reasonably likely that the child is handicapped and in need of study by certificated special education specialists, a conference should be arranged with the parents to explain the concerns of the teacher and the reason for requesting the more definitive child study.

PROGRAMS IN SPECIAL EDUCATION - CONTINUED

III. Procedures Toward Evaluation

A. Parent Requesting Evaluation of Child as Possibly Handicapped

1. Parent informed of rights

2. School arranged evaluation through staff specialists

3. Evaluation is reviewed with parent

4. If parent disagrees, may request, at District expense, an independent evaluation arranged through the staff specialists by the principal.

B. Teacher Recommends Child Be Evaluated as Possibly Handicapped

1. Teacher, principal and possibly the specialist agree on the need for evaluation

2. Parent consultation

a. Parent advised of staff recommendation and reasons for evaluation

b. If parent cannot be found or is not known, school appoints surrogate parent (in consultation with area specialists)

c. Parent informed of rights in parent conference

d. If parent approves evaluation in writing, school proceeds

e. If the parent disapproves and school believes the need is urgent, but does not request a hearing, the school may request a hearing

C. If parent requests hearing, school arranges hearing through staff specialist and acts on findings of hearings officer unless the parent or the school appeals findings to State (arrangements for which are made through staff specialist).

PROGRAMS IN SPECIAL EDUCATION - CONT.

IV. Planning and Placement Procedures

Following completion of the evaluation procedures, if the student is identified as handicapped:

A. A tentative individual educational program is developed by a staff involving minimally, the classroom teacher and a special education specialist.

B. The parent is provided full opportunity to participate in a conference developing the final IEP.

1. If the parent either approves or does not oppose the plan, the plan may be implemented.

2. If the parent and school disagree on a plan and no compromise is found, the school may implement a plan unless the parent requests a hearing.

3. If a hearing is conducted, the decision is binding unless appealed to the State for review by either the parent or the school.

C. The individual education program for each student must be reviewed each year, and the parent must be given the opportunity to participate:

1. In a review of the student's achievements, program and the plan.

2. A review of any significantly revised individual education program involving program change or placement.

V. Definitions

A. Parent Rights

1. To review a proposed evaluation or placement of a child.

2. Right to review the student's records and the statement of annual goals for the child.

3. Right to a private evaluation after the District evaluation is completed, if it is found not acceptable to the parent.

PROGRAMS IN SPECIAL EDUCATION - CONT.

V. Definitions - Cont.

A. Parents Rights - Cont.

4. To request and have a hearing by a hearings officer not employed by the District to review the proposed placement or evaluation if the parent wishes to challenge.

5. To know that the school also has a right to request a hearing in the case of differences and that if the child is not evaluated in depth, the school retains the right to educational and program placement of the student as they do all other students not identified as handicapped.

B. Hearings

"Hearing" refers to a hearing conducted by someone not employed in the District on the facts relevant to either a proposed in-depth evaluation or program placement of handicapped child. The decision of this hearings officer is binding unless appealed by the parent or the school to a review by the State.

C. Individual Education Program

Individual Education Program is a written statement concerning the handicapped student which includes a general description of the educational goals, the type of educational program in which the child is to be placed, and the services needed by the student to help achieve those objectives (transportation, specialist support, special placement, etc.). This IEP should be developed with reference to the availability of the resources and not describe an ideal program for which resources cannot in fact be available.

D. Placement -- Most Normal Setting Feasible

This is consistent with the legally prescribed concept of "least restrictive alternative", which, by definition, is the educational setting which results in the integration of a handicapped child with non-handicapped children to the maximum degree feasible when considering the child's needs and the requirements of the total educational program.

A continuum of options, ranging from special schools to support within the regular classroom will be available to staff in determining the appropriate placement of the handicapped learner, based upon his unique learning characteristics.

PROGRAMS IN SPECIAL EDUCATION - CONTINUED

VI. Student Records

The District's policies and regulations regarding student records will be followed in the case of special education students. In addition, records of special education students may not be destroyed while the student is still in school without parent consent, and records must provide a tracking of student diagnosis, prescription, and placement, and the parent's involvement therein.

VII. Accounting Procedures

Each area and the Department of Special Education of School District No. 1 shall maintain fund identification of special education expenditures. Fund sources for special education must be identified and the object of expense must relate to an approved special education program. Accounting formats provided by the District's Department of Special Education and Accounting Department shall be followed to facilitate studies of comparability and reports to the appropriate State and Federal agencies.

VIII. Program Review

The Department of Special Education shall establish special education program review procedures to ensure that the District is in compliance with State and Federal requirements for identification, evaluation, placement, follow-up and parent involvement. A report on program strengths and needs will be filed annually by the Department of Special Education with area offices and the Office of the Superintendent.

APPENDIX B

IEP PROCESS FORMS

PORTLAND PUBLIC SCHOOLS

Special Student Services

INDIVIDUAL EDUCATION PLAN

I. PROGRAM GOALS FOR SCHOOL YEAR 19 - :

_____

_____

II. PRESENT LEVEL OF FUNCTIONING (grade or age equivalent and description). Add or delete "areas" as appropriate.

Student_____ Date_____

DOB_____

School or District _____

Type of Disability_____

_____

Program Manager_____

AREA	LEVEL OF FUNCTIONING (describe):	HOW LEVEL WAS DETERMINED	BY WHOM	DATE
1. Social				
2. Psychomotor				
3. Language				
4. Speech				
5. Academic				
6. Vocational				
7. Unique Characteristics of Student				
8. General Health				
9. Other				

Sp. St. Svc.
Form A-10
Page 1 of 5

White - Perm. Rec. Folder
Pink - Sp. Ed. Prog. Mgr.
Yellow - Parent
Goldenrod - Implementing Tchr.

IEP DEVELOPMENT

Student's Name _____

School _____

III. SHORT TERM OBJECTIVES DESIGNED TO MEET ANNUAL GOALS:

ANNUAL GOALS	OBJECTIVES (conditions, behavior, criteria)	DATE OBJECTIVE BEGUN	PROJECTED COMPLETION DATE	COM-PLETED	NOT COM-PLETED

White - Perm. Rec. Folder
Pink - Sp. Ed. Prog. Mgr.
Yellow - Parent
Goldenrod - Implementing Tchr.

IEP DEVELOPMENT

Student's Name _____

School _____

III. (Continued):

ANNUAL GOALS	OBJECTIVES (Conditions, Behavior, Criteria)	DATE OBJECTIVE BEGUN	PROJECTED COMPLETION DATE	COM-PLETED	NOT COM-PLETED

White - Perm. Rec. Folder
Pink - Sp. Ed. Prog. Mgr.
Yellow - Parent
Goldenrod - Implementing Teacher

IEP DEVELOPMENT

Student's Name _____

School _____

IV. SPECIAL SERVICES TO BE PROVIDED:
(Psychology, Speech, Transportation, Recreation, Voc. Educ. Assessment, P.T., O.T., etc.): If this section is not applicable, please place N/A under Service.

SERVICE	OBJECTIVE	PROVIDED BY WHOM	WHEN (How often)	WHERE PROVIDED

V. SPECIAL EQUIMENT/MATERIAL: If this section is not applicable, please place N/A under Special Equipment.

SPECIAL EQUIPMENT	PERSON RESPONSIBLE FOR ACQUISITION	SPECIAL MATERIAL	PERSON RESPONSIBLE FOR ACQUISITION

IV. PHYSICAL EDUCATION: If this section is not applicable, please place N/A under Program Explanation.

PROGRAM EXPLANATION	WHEN	WHERE	INSTRUCTOR	NO OF HOURS EACH WEEK

55

54

White - Perm Rec. Folder Yellow - Parent
Pink - Sp. Ed. Prog. Mgr. Goldenrod - Implementing Tchr.

Student's Name_____

VII. STUDENT PARTICIPATION IN REGULAR PROGRAM: If this section is not applicable, place N/A under Program Name.

PROGRAM NAME	LOCATION	HOURS EACH WEEK	INSTRUCTOR	COMMENTS

VIII. DATE OF PROGRAM IMPLEMENTATION (no more than 30 school days after acceptance date of plan):

Planned Starting Date:_____ Actual Starting Date:_____

IX. SCHEDULED REVIEW DATE: _____ DATE HELD: _____

X. HANDICAPPED PROGRAM PLACEMENT:

NAME OF PROGRAM	LOCATION	RESPONSIBLE PROFESSIONAL

IEP ACCEPTANCE: I understand that this program is on a trial basis and may be modified if necessary, in which case I will be given an opportunity to participate in the change process.

1) Chairperson_____
2) Special Education Teacher_____
3) Psychologist_____
4) Regular Classroom Teacher(s)

_____ _____

_____ _____

5) Administrative Representative_____
6) Parent/Guardian_____
7) Student_____
8) Principal_____

NOTE: (At least (2), (5), and (6) should sign - others are optional unless requested by parents.)
White - Perm. Rec. Folder Yellow - Parent
Pink - Sp. Ed. Prog. Mgr. Goldenrod - Implementing Teacher

APPENDIX C

VOCATIONAL CLUSTER TEACHER SURVEY RESPONSES

PARTICIPATING HIGH SCHOOLS

CLEVELAND

FRANKLIN

GRANT

VOCATIONAL VILLAGE

Dear Educator:

Please respond to the following items as accurately and honestly as you can. The data obtained from this questionnaire will be used in conjunction with other research activities dealing with the vocational education of handicapped students. Responses will be confidential. Names are necessary in order to get questions to randomly selected persons and to check that all responses come back. Envelopes will be opened only in the Children's Services office and a composite of response tabulations will be reported. No names will be used.

Please mark your responses on the questionnaire and write any comments you think might help the committee on the back of the questionnaire sheet. Don't sign the questionnaire. Please return it sealed in the envelope that has your name on the label. This procedure will insure that your response is confidential while still providing a way for us to know when all responses are in. Questionnaires will be processed in Dick Rumble's office and the envelopes with names will be destroyed.

Responses will be tabulated and the results for your school will be reported to your curriculum vice-principal.

Two days after receiving this questionnaire, please return it to your school secretary.

Respondent Data:

1. Teaching field: Total vocational Teachers - 120.
2. Years of teaching experience_____.
3. Years of other work experience_____.
4. Sex_____.
5. I am a handicapped person_____.
6. A member of my family is handicapped_____.
7. I have frequent contact with at least one handicapped person_____.
8. I have little or no contact with handicapped persons_____.

Research has established eight major identified groups of the handicapped. Please indicate those with which you are familiar or have had direct contact by circling the appropriate numbers.

Exposure:
1=None
2=Brief exposure but have not worked with
3=Some - have handicapped family members, relatives, friends and/or acquaintances
4=Moderate - have worked around
5=Have worked with this category of handicapped persons

		Exposure	responses 4+5
9.	Orthopedically Handicapped	1 2 3 4 5	31%
10.	Blind/Visually Impaired	1 2 3 4 5	26%
11.	Deaf/Hard of Hearing	1 2 3 4 5	58%
12.	Educable Mentally Retarded	1 2 3 4 5	49%
13.	Trainable Mentally Retarded	1 2 3 4 5	33%
14.	Emotionally Handicapped	1 2 3 4 5	55%
15.	Learning Disabled	1 2 3 4 5	60%
16.	Speech Impaired	1 2 3 4 5	50%

If I had a choice, I would be willing to work with the following kinds of handicapped learners. (Check all that apply.)

17. 51% Orthopedically Handicapped
18. 19% Blind/Visually Impaired
19. 63% Deaf/Hard of Hearing
20. 38% Educable Mentally Retarded
21. 25% Trainable Mentally Retarded
22. 25% Emotionally Handicapped
23. 42% Learning Disabled
24. 55% Speech Impaired
25. 40% I prefer to teach non-handicapped students.

What attitudes do you have that affect you as a teacher of the handicapped? Please mark the appropriate items.

26. 68% I feel comfortable around handicapped persons.

27. 55% I feel it is fair that I be expected to teach the handicapped.

28. 37% Handicapped learners will enhance the learning of all students.

29. 55% Handicapped learners should be able to experience anything other students experience.

30. 58% Students who do not have one of the identified handicaps will benefit from students who do have handicaps.

31. 82% Vocational training for handicapped youngsters should lead to further training or employment.

32. 73% Handicapped students should aspire to further education and employment.

33. 90% Cooperative planning and teaching with special education teachers will improve handicapped student performance.

Which groups of handicapped learners could you accommodate without making major alterations in your present instructional setting? (Check all that apply.)

34. 38% Orthopedically Handicapped

35. 8% Blind/Visually Impaired

36. 48% Deaf/Hard of Hearing

37. 33% Educable Mentally Retarded

38. 23% Trainable Mentally Retarded

39. 32% Emotionally Handicapped

40. 38% Learning Disabled

41. 73% Speech Impaired

If I am going to be effective with handicapped students, I will have to have assistance in the form of: (Please check all that apply and give an example when possible.)

42. extra support personnel 81%.
43. special equipment 43%.
44. modification of facilities 40%.
45. training in instructional methods 65%.
46. obtaining instructional materials 60%.
47. curriculum development 48%.
48. changing my attitudes 14%.
49. changing my instructional behavior 29%.
50. consistent, adequate funding 57%.
51. more effective administrative leadership 15%.

Mainstreaming handicapped learners in regular classes is fine in theory, but it is not practical because of: (circle all that apply)

	Disagree Agree	AGREE 4+5
52. cost too high	1 2 3 4 5	27%
53. too many students	1 2 3 4 5	74%
54. teachers' ability to individualize	1 2 3 4 5	65%
55. no need to change things	1 2 3 4 5	14%
56. curriculum often not easily individualized	1 2 3 4 5	58%
57. increased paperwork, ie. IEPs.	1 2 3 4 5	74%
58. too many other responsibilities	1 2 3 4 5	79%
59. need for administrative direction	1 2 3 4 5	55%
60. uncertainty about teacher liability	1 2 3 4 5	68%

ON THE BACK OF THIS PAGE, PLEASE WRITE ANY COMMENTS YOU CARE TO REGARDING THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS.

APPENDIX D

STAFF DEVELOPMENT FORMATS

FOR LOCAL BUILDING

POSSIBLE FORMATS FOR STAFF DEVELOPMENT AND PLANNING

I. PERIODIC IN-SCHOOL MEETINGS

- A. FACULTY MEETINGS
- B. DEPARTMENTAL/INTER-DEPARTMENTAL MEETINGS
- C. VOCATIONAL EDUCATION/SPECIAL EDUCATION PLANNING TASK FORCES
  1. IN-SCHOOL
  2. AREA

II. INSERVICE CLASS

- A. ONE OR TWO HOURS
- B. LOCATION
  1. ASSESSMENT CENTER
  2. ASSESSMENT CENTER/SCHOOL
  3. ASSESSMENT CENTER/REGIONAL LOCATION

III. MODULAR ORGANIZATION

- A. TOPICS OFFERED AS NEEDED
- B. PRESENTED WHEN APPROPRIATE
- C. PRESENTED WHERE APPROPRIATE

IV. INDIVIDUAL CONSULTATION WITH VOCATIONAL EDUCATION AND SPECIAL EDUCATION TEACHERS

APPENDIX E

STAFF DEVELOPMENT PROGRAM OUTLINES

VOCATIONAL EDUCATION RESEARCH PROJECT WORKSHOP

February 15, 1979

Cosmopolitan Airtel, 6221 N.E. 82nd.

Time	Activity
4:00	Registration & Coffee
5:00	Opening remarks, workshop objectives - Mary Ann Stowell (Gemini Rm.)
5:05	P.L. 94-142: Facts and Fiction - Dr. Gary Larsen
5:20	Overview of interest sessions - Mary Ann Stowell
	A. Mainstreaming the handicapped student: How to prepare the non-handicapped students. Linda Davison (Rm. C)
	B. Preparing the handicapped student for entry into a vocational education cluster: Portable pre-vocational skill building kits. Dick Michaelis (Rm. A)
	C. Effective use of aides and other support persons in teaching the handicapped. Sherry Andrues (Rm. B)
	D. Writing the IEP: The Vocational Educator's Role. Dave Crockett (Gemini Rm.)
5:40-6:10	First Interest Session
6:15-6:45	Second Interest Session
6:50-7:20	Third Interest Session
7:30-8:45	Banquet (Gemini Room)
	Edwin Schneider
	Ray Steed
	Jim Fenwick
	Reports on building plans for 1979-80.
	Cleveland - Dave Anderson Franklin - Jean Foster Grant - Toni Martinazzi Vocational Village - Pat Montague
	Closing Remarks - Dick Rumble
	Adjourn

WORKSHOP

Methods and Procedures for Cooperative Participation of Vocational Education and Special Education Teachers in the Vocational Education of the Handicapped.

1. Overall Goal: Provide vocational educators and special educators with information and experiences that will facilitate their teaching of handicapped learners.

2. Specific Learning Goals: Participant awareness, understanding of, and competency in the following areas will be increased:
   a. The nature of various handicapping conditions.
   b. Vocational assessment procedures.
   c. Planning and instruction of vocational education for the handicapped.
   d. Role and function of work experience for the handicapped.
   e. Affective concerns of teachers regarding teaching of the handicapped.

3. Evaluation Criteria: Participants will complete a standard course evaluation form, and they will be encouraged to express oral and written comments. (For those who choose to enroll for an inservice credit, an independent project reflecting a minimum of eleven hours of work will be evaluated within two months of the workshop).

GOAL 1: To increase participants knowledge and understanding of legislation effecting the vocational education of the handicapped and to become aware of affective concerns of teachers.

OBJECTIVE	ACTIVITY	EVALUATION	INSTRUCTOR
1. Participants will review recent legislation regarding the vocational education of the handicapped.	1.1 Present an overview of P.L. 94-142, P.L. 94-482, and Section 504 of Rehabilitation Act.	1.1.1 Presentation was given.	Rumble/Larsen
	1.2 Review definition of least restrictive environment.		
2. Participants will express the concerns they have about their work with the handicapped.	2.1 Have participants list the major problem areas they expect to encounter in teaching the handicapped.	2.1.1 A list of problems was developed.	Rumble
	2.2 Compare lists generated by participants with results of the Spring, 1978 survey.	2.2.1 Comparisons between list and survey results were made.	
3. Participation will generate tentative solutions to the areas of concern that were raised.	3.1 In school teams, participants will define the problems they foresee, generate possible solutions, evaluate the solutions, and choose a minimum of one problem to solve.	3.1.1 The problem solving sequence will be followed, and each participant will individually or as a team member implement a solution.	Rumble
	3.2 Present an "I will.." statement to the group.	3.2.1 "I will.." statements were presented.	
4. Participants will review case studies of handicapped learners who have succeeded in vocational education and/or employment.	4.1 Present case studies to participants.	4.1.1 Presentation was given.	Resource person
5. Participants will review current policies and procedures for the mainstreaming of handicapped learners in PPS.	5.1 Lecture-discussion covering PPS policies and procedures will be presented to participants.	5.1.1 Lecture-discussion was given.	Area III/ Central Personnel
	5.2 The affects of mainstreaming on graduation competencies will be discussed.	5.2.1 The discussion was held.	Area III/ Central Personnel

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GOAL II: To improve the abilities of teachers to provide vocational education to their handicapped students.

OBJECTIVE	ACTIVITY	EVALUATION	INSTRUCTOR
1. Participants will review methods that will increase their effectiveness in the vocational teaching of the handicapped.	1.1 Lecture-discussion on learning styles of the handicapped and suggestions for effective teaching.	1.1.1 Lecture discussion was presented.	Rumble/Mulkey
2. Participants will generate ideas for more effective teaching of the handicapped.	2.1 Small group discussions. Participants will share their experiences and ideas.	2.1.1 Small group discussions were held.	Rumble/Mulkey
	2.2 Review case study/studies of successful practices.		Resource person
	2.3 List examples of how equipment may be modified.		
3. Participants will review the concepts of task analysis, performance learning, and appropriate evaluation procedures for teaching the handicapped.	3.1 Lecture-discussion using handouts and audio-visual aides.	3.1.1 Lecture-discussion was held.	Resource person
	3.2 Participants will discuss ways of applying performance-based learning to the teaching of handicapped.	3.2.1 Participants discussed ways of applying performance-based learning to the teaching of handicapped.	
4. Participants will discuss ways of effectively using vocational instructional aides and other support personnel.	4.1 Present examples of ways that vocational instructional aides are often used.	4.1.1 Examples are presented.	Panel of Vocational Teachers
	4.2 Have participants list ways they are most often used in the classroom.	4.2.1 Participants listed examples.	
	4.3 Have each participant prioritize how he/she feels his/her aide should be used in the classroom.	4.3.2 Tasks assigned to aides were prioritized.	
5. Participants will review ways non-handicapped students can be used to facilitate successful adjustment of the handicapped.	5.1 Lecture-discussion of how non-handicapped youth should be prepared for mainstreaming of the handicapped.	5.1.1 Lecture-discussion was held.	Judy Davidson Joe Garrow

GOAL II cont.

OBJECTIVE	ACTIVITY	EVALUATION	INSTRUCTOR
6. Participants will identify strategies for cooperative planning and instruction of special education and vocational education teachers.	6.1 Lecture-discussion of benefits to be derived from cooperation. 6.2 List and describe examples of cooperative models. 6.3 Each building team will build a tentative model for building level cooperative planning and teaching.	6.1.1 Lecture-discussion was presented.	Rumble
7. Participants will review ways to increase student safety and reduce accidents.	7.1 Procedures for student safety will be presented and discussed.	7.1.1 Procedures were reviewed and discussed.	Panel of Vocational Educators/ Special Educators
8. Participants will review existing teaching materials and discuss ways materials and equipment can be modified.	8.1 A presentation will be given on the availability of materials and equipment for use with handicapped youth.	8.1.1 Presentation was given.	Resource person

GOAL III: To improve vocational work experience opportunities and placement procedures for handicapped students.

OBJECTIVE	ACTIVITY	EVALUATION	INSTRUCTOR
1. Participants will review conventional work experience placement models for handicapped learners.	1.1 List conventional work experience models for handicapped learners.	1.1.1 List was completed.	Penny Holman
	1.2 Evaluate models - list strengths and weaknesses.	1.2.1 List was evaluated.	
2. Participants will review exemplary procedures for placing, supervising, and evaluating handicapped learners in work experience situations.	2.1 Lecture-discussion.	2.1.1 Lecture-discussion was completed.	Resource person/s (handicapped)
3. Participants will review the economic and educational rationales for work experience.	3.1 Lecture presentation on economic and educational rationales for work experience.	3.1.1 Lecture was presented.	Resource person/s (handicapped)

GOAL IV: To increase participant's knowledge of services available through the Vocational Assessment Center.

OBJECTIVE	ACTIVITY	EVALUATION	INSTRUCTOR
1. The participants will view slide presentations as an orientation to the Vocational Assessment Center.	1.1 Show slide presentations to participants.	1.1.1 Slide show was presented.	Stowell
2. The participants will review assessment methods and techniques used by the V.A.C.	2.1 Lecture on work samples and behavior rating scales used in the assessment process.	2.1.1 Lecture was presented.	Stowell
3. The participants will try a minimum of three work samples and rate themselves and their ability to perform on them.	3.1 Participants will perform the various work samples.	3.1.1 Participants tried minimum of three samples.	Mulkey
	3.2 Present norms of performance and have participants rate themselves.	3.2.1 Participants rated themselves on one of the work samples.	
4. The participants will review ways in which the date from the V.A.C. can be used in vocational planning.	4.1 Present the various types of data resulting from a vocational evaluation.	4.1.1 Examples were presented.	Stowell
	4.2 Present ways the assessment data can be used in vocational planning.	4.2.1 Examples were presented.	
	4.3 Participants will list ways they can apply V.A.C. information with their students.	4.3.1 Lists were made.	
	4.4 Participants will discuss ways they can apply V.A.C. information with their students.		

GOAL V: To increase teacher awareness and understanding of major handicapping conditions.

OBJECTIVE	ACTIVITY	EVALUATION	INSTRUCTOR
1. Participants will review the characteristics of various handicapping conditions, i.e., B/VI, D/HI, LD, EH, OH, MR.	1.1 Experts will discuss characteristics of various handicapping conditions with participants.	1.1.1 Characteristics of handicapping conditions were presented.	Resource person

PROPOSED CLASS SCHEDULE

Session	Hours	Goal	Objective	Instructor/s
1	2	I	1,2,3	Rumble/Larsen
2	2	I	4,5	Resource person/s
3	2	II	1,2,3	Resource person/s
4	2	II	4,5,7	Gerber/Davidson/Garrow
5	2	II	6	Rumble
6	2	II	8	Resource person/s
7	2	III	1,2,3	Holman/Resource person/s
8,9	4	IV	1,2,3,4	Stowell/Mulkey
10,11	4	V	1	Resource person/s
	22			

APPENDIX F

OUTLINE OF VOCATIONAL CLUSTER PLANNING FORMAT

Vocational Program Review

As each vocational educator annually reviews his/her program, it is suggested that the following components be addressed so as to better meet the needs of handicapped learners.

Program Justification Support Data:

1. Our student needs assessment shows:
2. Manpower needs show: (What skills and competencies tend to be most in demand of handicapped workers?):

Goals:

1. Is there an enrollment goal for handicapped?
2. Does the general course goal statement reflect the unique learning styles and limitations of handicapped?

Course Description:

1. Does the course description take into account a variety of learning needs of handicapped?
2. Does the course description encourage or discourage handicapped enrollment?

Prerequisites:

1. Do prerequisites "discriminate" against handicapped?
2. Are prerequisites reasonable? Do they accomplish a desired outcome?
3. Are pre-vocational training needs of handicapped addressed?

Schedule:

1. Can handicapped learners be accommodated for differing time periods?

Enrollment Data:

1. What is the enrollment goal for handicapped?
2. Have special educators been involved in establishing this goal?

Staff:

1. Have possibilities for cooperative teaching been examined?
2. How might teaching aides be used?

Curriculum Development:

1. Are the needs of handicapped clearly addressed as curriculum is reviewed and revised?
2. What is the relationship between the IEP process and curriculum development?
3. Does this course offer a competency based curriculum? Is it appropriate for handicapped?

Facilities:

1. Have all facilities been examined to identify changes needed for handicapped?
2. What steps are necessary to insure an ongoing review of changes necessary in facilities?

Equipment:

1. What special equipment will be needed for handicapped?

2. What steps are necessary to insure an ongoing review of equipment needs?

Supplies:

1. What special supplies are needed to meet the needs of the handicapped?
2. What are the procedures to indure that needed supplies will be obtained?
3. What steps are necessary to insure an ongoing review of supply needs?

Instructional Materials:

1. What special instructional materials are needed to meet the needs of handicapped?
2. Are there procedures to insure that needed instructional materials will be obtained?
3. What steps are necessary to insure an ongoing review of instructional material needs?

Evaluation:

1. What procedures are used to survey program completers?
2. What procedure is used to survey handicapped?
3. How are results of follow-up information applied to program review, planning, and instruction?

Articulation:

1. What provisions exist to insure clear communication with other vocational programs for the handicapped?

2. What provisions exist to insure clear cummunications and cooperation with special education teachers and support persons?

Staff Development:

1. Have staff development needs been clearly identified regarding handicapped?
2. Are staff development needs being met?
3. What provisions have been/should be established in order to meet staff development needs?
4. Are individual teachers participating in staff development activities?

Advisory Committee:

1. What provisions have been made to insure handicapped representation on the cluster advisory committee?
2. Does the advisory committee actually provide input on matters affecting handicapped?

Community Resources:

1. Are special community resources available for handicapped?
2. Have work experience or employment sites been identified for handicapped?
3. Which local employers have been active in hiring handicapped?

Guidance:

1. What steps have been taken to involve guidance counselors in the vocational education and placement of handicapped?
2. Are handicapped appropriately served by the school guidance program?

PORTLAND PUBLIC SCHOOLS

CAREER EDUCATION - VOCATIONAL PROGRAM PLANNING

AREA _____
SCHOOL _____
PRINCIPAL _____
PROGRAM/DEPT. _____
CLUSTER _____
TEACHER _____
DATE _____

VOCATIONAL PROGRAM PLANNING TO:
___ IMPROVE/EXTEND EXISTING PROGRAM
___ DEVELOP A NEW PROGRAM
___ MAINTAIN (WHERE NECESSARY) A PROGRAM
___ IMPROVE HOME ECONOMICS AND CONSUMER EDUCATION
___ OVERCOME SEX BIAS AND STEREOTYPING
___ PROVIDE BILINGUAL INSTRUCTION
___ IMPROVE VOCATIONAL GUIDANCE AND COUNSELING
___ OTHER _____

PROGRAM JUSTIFICATION SUPPORT DATA:

1. OUR STUDENT NEEDS ASSESSMENT SHOWS

2. MANPOWER NEEDS SHOW

3. OUR SCHOOL'S ADVISORY COMMITTEE RECOMMENDS

4. THE DISTRICT'S CAREER EDUCATION CLUSTER STUDY RECOMMENDS

PROGRAM COMPONENT	DESCRIPTION OF EXISTING PROGRAM	PROPOSED ACTION STEPS				DESCRIPTION OF PROPOSED PROGRAM
		1979-80	1980-81	1981-82	1982-83	
GOALS: What is this program to do?						
COURSE DESCRIPTION: What does this course offer the student?						

PROGRAM COMPONENT	DESCRIPTION OF EXISTING PROGRAM	PROPOSED ACTION STEPS				DESCRIPTION OF PROPOSED PROGRAM
		1979-80	1980-81	1981-82	1982-83	
SCHEDULE: How much time is provided for learning each day? Each week?						(Note: 10 hours per week or granting 2 credits is required.)
PRE-REQUISITES: What courses or competencies are required of the student before enrolling in this program?						
ENROLLMENT DATA:	TOTAL:_____ MALE:_____ FEMALE:_____ HANDICAPPED:_____ DISADVANTAGED:_____ % MINORITY:_____ % BILINGUAL:_____					TOTAL:_____ MALE:_____ FEMALE:_____ HANDICAPPED:_____ DISADVANTAGED:_____ % MINORITY:_____ % BILINGUAL:_____
STAFF: What is needed to teach this program? How many teachers? Aides? VIPS? Vocationally certified?						

PROGRAM COMPONENT	DESCRIPTION OF EXISTING PROGRAM	PROPOSED ACTION STEPS				DESCRIPTION OF PROPOSED PROGRAM
		1979-80	1980-81	1981-82	1982-83	
CURRICULUM DEVELOPMENT: What is needed to revise the curriculum to meet vocational job entry requirements? To remove sex bias and stereotyping? To individualize? To meet the needs of the handicapped? The disadvantaged? The bilingual? How do you plan to include cooperative work experience? What provisions do you make for youth organizations?						
FACILITIES: What changes are are required in the facilities to house the program?						

PROGRAM COMPONENT	DESCRIPTION OF EXISTING PROGRAM	PROPOSED ACTION STEPS				DESCRIPTION OF PROPOSED PROGRAM
		1979-80	1080-81	1981-82	1982-83	
EQUIPMENT: What equipment must be added? Replaced?						
SUPPLIES: What supplies are needed to fulfill the curriculum?						
INSTRUCTIONAL MATERIALS: What is needed to support the curriculum? Hardware? Software?						

PROGRAM COMPONENT	DESCRIPTION OF EXISTING PROGRAM	PROPOSED ACTION STEPS				DESCRIPTION OF PROPOSED PROGRAM
		1979-80	1980-81	1981-82	1982-83	
EVALUATION: What process is used in this program? What are findings from past evaluation efforts?						
ARTICULATION: How does this program articulate with advanced training programs? With job placement services? With other programs in the school?						
STAFF DEVELOPMENT: What training is needed by staff? Where can this training be found? When will it be needed?						

PROGRAM COMPONENT	DESCRIPTION OF EXISTING PROGRAM	PROPOSED ACTION STEPS				DESCRIPTION OF PROPOSED PROGRAM
		1979-80	1980-81	1981-82	1982-83	
CLUSTER PROGRAM ADVISORY COMMITTEE: Who is on the committee? Do you plan to use the district-wide committee or form one of your own? What recommendations have been made by the committee for this program for curriculum? Facilities? Equipment? Work Experience? Staff?						
COMMUNITY RESOURCES: What community resources are regularly utilized in the program? What should be utilized? How do you plan to make it happen?						
GUIDANCE: What guidance do you provide as a regular part of the program? What guidance is provided by counselors? Teachers? Others?						

APPENDIX G

VOCATIONAL CLUSTER PROGRAM

ACTION STEPS FOR 1979-80

CLEVELAND

FRANKLIN

GRANT

VOCATIONAL VILLAGE

CLEVELAND HIGH SCHOOL

CLEVELAND HIGH SCHOOL

PHILOSOPHY OF CAREER VOCATIONAL EDUCATION

FOR HANDICAPPED STUDENTS

Career development and vocational education should be available to all students through the team efforts of teachers, counselors, administrators, and community. This should be facilitated through career guidance, exploration, subject matter, occupational information, and on-the-job training in a realistic setting. The student could then evaluate and progress in his own interests and competency areas to the point where he/she know their own abilities and how these abilities relate to requirements for a successful career in the work world.

CLEVELAND HIGH SCHOOL

STATEMENT OF EDUCATIONAL PURPOSE

FOR HANDICAPPED STUDENTS

1978 - 1983

Our purpose is to provide a school environment conducive to learning so that each student will be able to lead a meaningful and productive life as a constructive member of society. To this end, we believe:

- All instruction should facilitate self awareness and individual adjustment to a lifetime of changing environment.
- It is essential to personalize instruction in order to become aware of and to meet the academic, emotional and physical needs of students with different abilities and interests.
- Students should have the opportunity to critically and constructively analyze issues, to make decisions, and to experience and evaluate the results.
- In preparation for our students' occupational and social experiences, mutual respect and the ability to work cooperatively should be encouraged.
- The school should offer a balanced curriculum which gives each student the essential knowledge, skills, and attitudes for a productive career, for the enjoyment of life, and the continuation of learning after formal education ceases.

GOALS & OBJECTIVES FOR THE 1978-80 SCHOOL YEARS

A. GOAL

Increase teacher effectiveness in meeting the vocational needs of the handicapped.

B. OBJECTIVES:

1. To continue upgrading teaching and administrative competency necessary to develop vocational skills in handicapped students.
2. To maintain handicapped students in regular vocational programs.
3. To develop special vocational programs for students who are unable to profit from regular vocational programs.

C. ACTIVITIES:

1. Work with state department of education consultants to establish specific programs.
2. Make funds available to Cleveland High School on a project proposal basis to do the following:
   a. Modify regular on-going preparation programs.
   b. Provide special preparation programs for handicapped where they are unable to succeed in regular programs.
   c. To purchase and develop low language, low reading level curriculum for vocational programs.
   d. To rewrite existing vocational materials into low language levels appropriate to special students.
   e. To develop in-service training courses dealing with the emotional, academic and communication needs of special students for staff members dealing with the handicapped students in vocational programs.

f. To develop programs to foster closer work between counselors and teachers of the handicapped student.

g. To develop more in-school, on-the-job work experience (food services, custodial work, clerical work) with release time for teacher supervision.

h. To develop mini-courses on personal, good grooming havits to be held in private homes.

i. To develop mini-courses on house-keeping to be held in private homes.

j. To provide for substitute teachers to allow teachers of the handicapped student to view vocational programs in other schools (3 days per teacher per year).

D. ESTIMATED BUDGET:

1978-80 - $15,000.00 for aides, workshops, supplies and equipment.

1978-80 TIMELINE

SEPTEMBER-Provide for substitute teachers to allow teachers of the handicapped student to view vocational programs in other schools (3 days per teacher per year).

OCTOBER---To rewrite existing vocational materials into low language levels appropriate to the handicapped and special students.

NOVEMBER--Purchase and develop additional low language, low reading level curriculum materials for vocational programs.

DECEMBER--Develop inservice training courses dealing with the emotional, academic and communication needs of the handicapped students for staff members working in vocational programs.

JANUARY---Develop mini-courses on personal, good grooming habits to be held in private homes.

--Develop mini-courses on house-keeping to be held in private homes.

FEBRUARY--Develop more in-school, on-the-job work experiences with release through
JUNE 30th time for teacher supervision.

STATEMENT OF OBJECTIVES FOR HANDICAPPED STUDENTS with timelines for work stations and class program

OBJECTIVE	Completion Date Mo./ Day/ Year
1. One hundred percent of the handicapped students who enroll in the 1st and second semester of the Career Vocational Programs will have written training plans and training agreements between student, parent, employer, and the school.	June 1, 1980
2. At least sixty percent of the identified handicapped students will be in a Work Experience Vocational Education Program and progressing at the end of the year.	June 30, 1980
3. One hundred percent of the students enrolled in the Vocational Programs will have a Career Development Plan completed and on file. (The C.D.P. will be used for guidance and counseling services throughout the school year).	February 10, 1979
4. Ninety percent of all Vocational Work Experience placement will be consistant with student career/ vocational goals as identified in his/her completed Career Development Plan.	April 15, 1979
5. 100% of the student supervision on the training/ work site by school personnel will be provided and documented during the first and second semesters of the school years.	June 30, 1980

OBJECTIVE	Completion Date Mo./ Day/ Year
6. Vocational Work Experience credit will be awarded to all students who successfully complete project assignments.	June 30, 1979
7. Provide 100% approved work training site for all identified students enrolled in Vocational Work Experience Programs.	April 1, 1980
8. Provide all students enrolled in Vocational Career Education Programs information of job opportunities regardless of sex-stereotyping.	June 30, 1980
9. 100% of all students enrolled in the Vocational Cluster Programs will have had an opportunity to acquire basic job skills for entry level employment for part-time summer or permanent work after graduation.	June 30, 1980
10. Maintain and provide a continuous inventory of projected manpower needs and student interests as a basis for course offerings.	June 1, 1980

EVALUATION OF GOALS FOR HANDICAPPED STUDENTS

A. List and describe evaluation instruments or techniques for gathering data:

a. Basic Vocational Education training plans-Area III Career Education Department.

b. Individualized Career Development Plans-Human Resource Bureau-City of Portland.

c. Program survey/questionnaire for students, employers, and teachers-Project staff and Area III evaluation department.

d. Work Experience Education assessment guide-Cleveland High School Career Education Department. (Being rewritten at the present time for D/H students).

B. When and by whom will the above be implemented?

a. Both individual and group evaluations will be on-going as the student progresses. These instruments will be administered by Career Vocational Education staff, employers, students, advisory members, and administrators in the Career Education Center and on the training/work site. This is to show student growth and the activities are meeting the program goals and objectives. Individual student records will be maintained.

b. Pre and post questionnaires administered to students on program components (to determine program visability) will be given by the Career Vocational Education staff.

c. Final evaluation will be written by students, teachers, advisory members, and project staff. The Career Vocational Department Chairman will state modifications and recommendations for the final evaluation draft.

d. Budget and program procedures will be reviewed and evaluated in May of each year by Cleveland administration and Career Vocational Education staff with budget approved from Area III continuation of program.

COUNCIL RESPONSIBILITIES
on
CLEVELANDS VOCATIONAL HANDICAPPED PROGRAMS

1. Advise the Career Vocational Education staff on the administrative and operational structure of the Five-Year Master Plan.
2. Review the goals, activities and accomplishments in accordance with program intent as specified in the Career Vocational Five-Year Plan.
3. Assist in the development of program linkage with other departments within the school and local area.
4. Assist in coordination with the immediate community of program activities.
5. Review and assist in the assessment instruments to show strengths and limitations of the vocational programs.
6. Be responsible for the development of the building master plan and assist the Career Education and administrative staff in meeting the completion dates.

CLEVELAND HIGH SCHOOL HOME ECONOMICS PROGRAM

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Schedule: Maximize flexibility in the program schedule to accommodate special needs of some handicapped learners.

2. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

3. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established, and the instructor will work with the D&H Coordinator and appropriate SE teachers to meet enrollment goals.

4. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed.

5. Curriculum Development: Develop individualized learning packets for handicapped in foods and personal finance.

6. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

7. Equipment: Equipment needs are reviewed annually.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

8. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Equipment will be purchased as it is identified and as funds are available.

9. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

10. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with the D&H Coordinator and appropriate SE personnel.

12. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development activity.

13. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

14. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement, and placement sites for the handicapped.

15. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

CLEVELAND HIGH SCHOOL

VOCATIONAL EDUCATION COORDINATION OF THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Develop skills to the maximum of the learners' ability within a cluster program.
2. Course Description: Instruction in a vocational cluster will be highly individualized with the help of the D&H Coordinator.
3. Schedule: The D&H Coordinator will schedule his time so as to impact a maximum number of handicapped learners.
4. Staff: The D&H Coordinator will provide instructional assistance to teachers of cluster programs.
5. Curriculum Development: The D&H Coordinator will work with the instructor and SE teacher to develop appropriate curriculum.
6. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. The D&H Coordinator will work with the instructor and SE teacher to develop appropriate instructional materials.
7. Evaluation: The D&H Coordinator will assist the appropriate teachers in student and program evaluation.
8. Articulation: The D&H Coordinator will participate in the IEP process and will work cooperatively with the vocational instructor and appropriate SE personnel.
9. Staff Development: A staff development program will be made available based on topics identified in 1978-79.
10. Cluster Program Advisory Committees: The D&H Coordinator will attend advisory committee meetings of clusters where handicapped learners are enrolled.
11. Guidance: The D&H Coordinator will work with guidance counselors and special educators to maximize success in program and post-program placement.

CLEVELAND HIGH SCHOOL ELECTRONICS CLUSTER

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of handicapped learners.

3. Pre-Requisites: Pre-requisites will be reviewed by the instructor to determine their purpose and to insure non-discrimination against handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals for handicapped will be established by the instructor in cooperation with SE teachers.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed and communicated to the D&H Coordinator.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

7. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made to the school administration.

   Facilities are reviewed in individual situations when the handicapped are enrolled. Recommendations are discussed with the D&H Coordinator.

8. Equipment: Equipment needs are reviewed annually. Audio-visual individual learning equipment will be purchased as funds are available.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Recommendations are discussed with the D&H Coordinator.

10. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process. The instructor will work cooperatively with the D&H Coordinator and the SE teacher to evaluate individual learner progress.

11. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development activity.

12. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

13. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement, and placement sites for the handicapped.

14. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

    Freshmen will visit Child Care program and Foods program.

CLEVELAND HIGH SCHOOL BUSINESS CLUSTER
(Clerical, Secretarial, Accounting)

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of handicapped learners.

3. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed and support will be requested from the D&H Coordinator.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually. The instructor will work with the D&H Coordinator to locate and infuse appropriate materials.

7. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

8. Equipment: Equipment needs are reviewed annually.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

   Replace outdated typewriters over a five year period as funds are available.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.

   ILP's will be obtained and used by handicapped learners when appropriate.

10. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

    Effectiveness of learning packets will be evaluated during and at the end of 1979-80.

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

12. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement, and placement sites for the handicapped.

13. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

CLEVELAND HIGH SCHOOL MARKETING CLUSTER

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of handicapped learners.

3. Schedule: The schedule may be modified to meet the needs of handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established, and the instructor will meet with SE teachers to discuss placement of individuals in vocational programs or training sites.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed, and requests for personnel will be made to the Coordinator for D&H students.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

7. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

8. Equipment: Equipment needs are reviewed annually.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Text books will be chosen to accommodate a variety of reading needs.

10. Evaluation: Vocational education of the handicapped will become a discrete component of the vocational program evaluation process. Vocational Assessment Center services will be used when possible to identify the handicapped learner's potential.

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to coordinate and correlate instruction.

12. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development activity.

13. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

14. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement and placement sites for the handicapped.

15. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

FRANKLIN HIGH SCHOOL

FRANKLIN HIGH SCHOOL

PHILOSOPHY OF VOCATIONAL EDUCATION FOR THE HANDICAPPED

Every child has a right to an appropriate education.

Every child can learn.

Every child must learn to take responsibility for his own acts.

Our philosophy is to study each individual child and build on his/her strengths and eliminate, as much as possible, his weaknesses, so that he can carry on independent living and take his/her productive role in society.

Our classroom work and on-the-job training is designed to give the child those skills necessary to manage daily living experiences, including:

1. locating and holding a job;
2. providing a vocational background that could lead to advancement in a chosen field;
3. managing his own finances;
4. living independently of parents, if possible;
5. adjusting to different social surroundings and experiences;
6. getting along with people of differing races, cultures, religions, education and temperaments;
7. being a good citizen.

FRANKLIN HIGH SCHOOL HEALTH OCCUPATIONS

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of physically handicapped learners.

3. Schedule: When possible, the schedule will allow flexibility for scheduling handicapped learners.

4. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

5. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established, and steps will be taken to achieve those goals.

6. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

7. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

8. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made to the appropriate administrator.

   Facilities are reviewed in individual situations when the handicapped are enrolled. Needs are communicated to the appropriate persons.

9. Equipment: Equipment needs are reviewed annually. Requests are made to the appropriate administrator.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

10. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Requests for materials are made to appropriate persons.

11. Evaluation: Vocational education of the handicapped will become a discrete component of the vocational program evaluation process.

FRANKLIN HIGH SCHOOL INDUSTRIAL MECHANICS

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed, and steps will be taken to assign and train such paraprofessionals.

2. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made to the appropriate administrator.

   Facilities are reviewed in individual situations when the handicapped are enrolled. Needs are communicated to the appropriate persons.

3. Equipment: Equipment needs are reviewed annually. Requests are made to the appropriate administrator.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

4. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Requests for materials are made to appropriate persons.

5. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to ensure appropriate programs.

FRANKLIN HIGH SCHOOL SPECIAL EDUCATION

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed, and steps will be taken to assign and train such paraprofessionals.

2. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually. Special education department will advise regular teachers on adapting curriculum for LD and EMR.

3. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

   The instructor will participate in a minimum of one staff development program. Staff development needs will be communicated to the appropriate administrator.

FRANKLIN HIGH SCHOOL BUILDING CONSTRUCTION

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals should be written for the individual - to meet his needs.

2. Course Description: The course description should be written so as to be flexible enough so it could be adapted to meet individual needs.

3. Schedule: When possible, the schedule will allow flexibility for scheduling handicapped learners. Shorter periods of time in class and fewer requirements are examples.

4. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

5. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established, and steps will be taken to achieve those goals.

6. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed, and steps will be taken to assign and train such paraprofessionals.

7. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

8. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made to the appropriate administrator. Teachers should have control over the number of handicapped students assigned to his or her particular facility.

   Facilities are reviewed in individual situations when the handicapped are enrolled. Needs are communicated to the appropriate persons.

9. Equipment: Equipment needs are reviewed annually. Requests are made to the appropriate administrator. Teacher should not be responsible for modification of machines and equipment.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

10. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Requests for materials are made to appropriate persons. Handicapped students should be limited to the availability of instructional materials.

11. Evaluation (cont.): A multi-disciplinary committee will be established to review and evaluate vocational education for the handicapped.

12. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to ensure appropriate programs.

13. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development activity. Staff development needs will be communicated to the appropriate administrator.

14. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

15. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators, work experience coordinators, and others to identify work observation and placement sites for the handicapped.

16. Guidance: Guidance counselors and special education teachers will work to ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate placement decisions.

FRANKLIN HIGH SCHOOL OFFICE OCCUPATIONS

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of handicapped learners.

3. Schedule: When possible, the schedule will allow flexibility for scheduling handicapped learners.

4. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

5. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established, and steps will be taken to achieve those goals.

6. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed, and steps will be taken to assign and train such paraprofessionals.

7. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Requests for materials are made to appropriate persons.

8. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

   The instructor will participate in a minimum of one staff development program. Staff development needs will be communicated to the appropriate administrator.

9. Community Resources: Preparatory steps will be taken to review community resources in cooperation with appropriate special educators, work experience coordinators, and others to identify work observation and placement sites for the handicapped during the 1980-81 school year.

10. Guidance: Guidance counselors and special education teachers will work to ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate placement decisions.

11. Evaluation: Vocational education of the handicapped will become a discrete component of the vocational program evaluation process. A multi-disciplinary committee will be established to review and evaluate vocational education for the handicapped.

12. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to ensure appropriate programs.

13. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development program. Staff development needs will be communicated to the appropriate administrator.

14. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

15. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators, work experience coordinators, and others to identify work observation and placement sites for the handicapped. Area Office personnel should survey the area and make a list of the above, available to all individuals.

16. Guidance: Guidance counselors and special education teachers will work to ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate placement decisions.

GRANT HIGH SCHOOL

Grant High School Career Vocational Education Philosophy

The K-12 emphasis upon career education is a viable means of preparing the Grant community's students to be successful producers and consumers of goods and services, whether they be within the context of the family unit or as citizens interacting with society, or within the framework of vocations or avocations.

Within these parameters we realize that individual students need the opportunity to examine themselves and their aptitudes, skills, and interests, as well as the multitude of possible career choices open to them. Handicapped students are no exception.

To this end we believe it our responsibility throughout our curriculum and many programs to make available to all of our students opportunities to:

1. better understand themselves and others as part of a process leading to a more positive attitude toward themselves and others;

2. acquire the basic skills and attitudes requisite for success in any career choice;

3. explore through simulated and actual experiences a sampling of "typical" career possibilities;

4. make tentative career choices;

5. have extended experiences with their tentative career choices;

6. increase their skills, as needed, in their tentative career choices; and

7. have trained assistance in evaluating their tentative career choices and any skill or other deficiencies they may possess in their pursuit of their chosen careers, and reasonable counsel as to how to correct any discovered deficiencies.

It is recognized that this program needs the input and assistance of the student, the home, the school, and the community, for each and all of them will be the benefactors of its successes or failures.

GRANT HIGH SCHOOL BUSINESS OCCUPATIONS

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of handicapped learners.

3. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

4. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made to the appropriate administrator.

   Facilities are reviewed in individual situations when the handicapped are enrolled. Needs are communicated to the appropriate persons.

5. Equipment: Equipment needs are reviewed annually. Requests are made to the appropriate administrator.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

6. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Requests for materials are made to appropriate persons.

7. Evaluation: Vocational education of the handicapped will become a discrete component of the vocational program evaluation process.

8. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to ensure appropriate programs.

9. Guidance: Guidance counselors and special education teachers will work to ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate placement decisions.

GRANT HIGH SCHOOL DIVERSIFIED OCCUPATIONS

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 197[illegible]

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to not discourage enrollment of handicapped learners.

3. Schedule: When possible, the schedule will allow flexibility for scheduling handicapped learners.

4. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

6. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made to the appropriate administrator.

   Facilities are reviewed in individual situations when the handicapped are enrolled. Needs are communicated to the appropriate persons.

7. Equipment: Equipment needs are reviewed annually. Requests are made to the appropriate administrator.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

8. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled. Requests for materials are made to appropriate persons.

9. Evaluation: Vocational education of the handicapped will become a discrete component of the vocational program evaluation process.

10. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to ensure appropriate programs.

GRANT HIGH SCHOOL INDUSTRIAL MECHANICS

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Goals: Course goals will be written so as to not discourage enrollment of handicapped learners.

2. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed, and steps will be taken to assign and train such paraprofessionals.

3. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel to ensure appropriate programs.

4. Guidance: Guidance counselors and special education teachers will work to ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate placement decisions.

GRANT HIGH SCHOOL METALS CLUSTER

VOCATIONAL EDUCATION FOR THE HANDICAPPED:

ACTION STEPS FOR 1979-80

1. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners as well as to insure that handicapped are properly prepared.

2. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment. Vocational programs will definitely need aides and assistants.

   Need for program aides, tutors, and assistants will be assessed, and steps will be taken to assign and train such paraprofessionals.

3. Evaluation: A multi-disciplinary committee will be established to review and evaluate vocational education for the handicapped, and vocational instruction that works with handicapped.

4. Cluster Program Advisory Committee: Efforts will be made to devote at least one cluster advisory committee meeting to the issue of vocational education for the handicapped.

5. Guidance: Guidance counselors and special education teachers will work to ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate placement decisions.

VOCATIONAL VILLAGE HIGH SCHOOL

OVERVIEW

Vocational Village offers personalized, career oriented education to young people ages 14 through 21 who live in the Portland (Oregon) Public School District No. 1. It serves high school dropouts, those referred by juvenile courts or other social agencies and those transferred from regular high schools because of physical, academic, mental or emotional problems. Vocational Village is the last opportunity for many young people to overcome a life pattern of chronic failure and underachievement. The program is dedicated to helping economically and educationally disadvantaged youth become independent, responsible and productive citizens through guidance, counseling and supportive programs. The program also offers an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, as well as placement and followup services.

Vocational Village is based on the assumption that every student is as potentially worthy as his successful counterpart in the traditional high school, and every student has the potential for success if given personalized educational opportunities. The program offers alternative channels for students which include G.E.D. preparation, entry level occupational programs and a high school diploma.

OBJECTIVES

Objectives of Vocational Village are to:

1. Continue assisting economically and educationally disadvantaged youth to become independent, responsible and productive citizens through:

   A. A guidance and counseling system that emphasizes career goals

   B. Supportive courses tailored to complement the students' career goals

   C. Occupational cluster programs enabling each student to develop broad competencies that lead to immediate employment and/or advanced training

   D. A complete and relevant program leading to a high school diploma or a G.E.D.

   E. An individualized basic education program fused with the career goals of each student

   F. A totally flexible program encouraging each student to explore

   G. A pliable and empathetic work experience program offering each student experiences related to his school training and overall career goals

   H. A continuous postgraduate counseling, followup and referral service to evaluate program effectiveness and strengthen overall achievement

II. Demonstrate the viability of an educational program for disadvantaged youth integrated with the total educational resources of the community by:

   A. Developing programs with advice from private sectors of business and industry, utilizing their equipment, supplies, training, materials, personnel and training stations

   B. Utilizing the many governmental agencies available to give special services when and where appropriate

   C. Conducting and participating in various group activities leading to development, testing and dissemination of effective ways of working with disadvantaged and handicapped youth

III. Maintain a staff highly competent in dealing with disadvantaged youth through continuous inservice training and staff development

How we accomplish our objectives:

Unlike the traditional school situation where classes are held in groups on the basis of group learning objectives, Vocational Village emphasizes individualized learning. The basic mode of instruction is the Job Sheet. A Job Sheet prescribes a unit of work, a task, to be completed by the individual student. It is by design a "bitesize" amount of curriculum that the average student can complete in an hour. Written for both vocational and basic education courses, the Job Sheets are sequenced into competencies.

The choice of Job Sheets for a particular student depends on his needs, preferences, area of concentration and the number of credits needed for high school completion. The staff at Vocational Village believes a student's level of competence will noticeably improve if he can begin at a comfortable level and continue through progressively more demanding materials. As the student completes the first two or three Job Sheets in a unit, the student and teacher confer on whether the material is sufficiently interesting and demanding. This recurring process of choosing materials and completing them continues until the student completes a competency (a unit of work). Students who merely spend time at Vocational Village accumulate no credit; credit is based on the completion of each progressive Job Sheet in a competency (unit). High school credits are earned through completion of the required competencies (units) that make up a particular course. Pretests and posttests are used to measure the student's progress.

A Learning Agreement is executed with each student specifying the goals, competencies and Job Sheets to be completed, as well as a timeline for completing the work.

Interdisciplinary Job Sheets integrate traditional academic subjects into the teaching of vocational education. The coordinators of vocational subject units meet with instructors in other disciplines to discuss the interrelationships between their curricula. For example, teachers in each vocational area meet with the English and reading teachers to identify the technical vocabulary and communications skills necessary for success in the career area. These words and skills become the basis for Job Sheets in the English courses.

As Job Sheets are put into actual use, instructors may need to make revisions. Tasks which prove too difficult may need to be split into three or four Job Sheets. Interest expressed by a student may indicate the desirability of developing additional Job Sheets on particular subtasks. Using this type of feedback, instructors revise Job Sheets and create new ones.

VOCATIONAL VILLAGE ELECTRICITY/ELECTRONICS CLUSTER

ACTION STEPS FOR 1979-80

ACTION STEP

1. Goals: Course goals will be written so as to encourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to encourage enrollment of handicapped learners.

3. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

7. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

8. Equipment: Equipment needs are reviewed annually.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.

ACTION STEP (cont.)

10. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

12. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development program.

13. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

14. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement and placement sites for the handicapped.

15. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

VOCATIONAL VILLAGE FOOD SERVICE CLUSTER

ACTION STEPS FOR 1979-80

ACTION STEP

1. Goals: Course goals will be written so as to encourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to encourage enrollment of handicapped learners.

3. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established, although the school has limited handicapped enrollment.

4. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed.

5. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

6. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

7. Equipment: Equipment needs are reviewed annually.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled, and needed changes are made.

8. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.

ACTION STEP (cont.)

9. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

10. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

11. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development program.

12. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

VOCATIONAL VILLAGE GRAPHIC ARTS CLUSTER

ACTION STEPS FOR 1979-80

ACTION STEP

1. Goals: Course goals will be written so as to encourage enrollment of handicapped learners.
2. Course Description: The course description will be written so as to encourage enrollment of handicapped learners.
3. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.
4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established.
5. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.
6. Facilities are reviewed in individual situations when the handicapped are enrolled.
7. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.
8. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.
9. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.
10. The instructor will participate in a minimum of one staff development program.
11. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

ACTION STEP (cont.)

12. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement and placement sites for the handicapped.

13. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

VOCATIONAL VILLAGE HEALTH OCCUPATIONS CLUSTER

ACTION STEPS FOR 1979-80

ACTION STEP

1. Goals: Course goals will be written so as to encourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to encourage enrollment of handicapped learners.

3. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

7. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

8. Equipment: Equipment needs are reviewed annually.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.

ACTION STEP (cont.)

10. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

12. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development program.

13. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

14. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement and placement sites for the handicapped.

15. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions. Student abilities will be assessed whenever possible.

VOCATIONAL VILLAGE INDUSTRIAL MECHANICS

ACTION STEPS FOR 1979-80

ACTION STEP

1. Goals: Course goals will be written so as to encourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to encourage enrollment of handicapped learners.

3. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted. General enrollment goals will be established.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

7. Facilities: Facilities are reviewed annually by the instructor and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

8. Equipment: Equipment needs are reviewed annually.

   Equipment needs are reviewed in individual situations where the handicapped are enrolled.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.

ACTION STEP (cont.)

10. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

12. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development program.

13. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

14. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement and placement sites for the handicapped.

15. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

VOCATIONAL VILLAGE OFFICE OCCUPATIONS CLUSTER

ACTION STEPS FOR 1979-80

ACTION STEP

1. Goals: Course goals will be written so as to encourage enrollment of handicapped learners.

2. Course Description: The course description will be written so as to encourage enrollment of handicapped learners.

3. Pre-Requisites: Pre-requisites will be reviewed to determine their purpose and to insure non-discrimination against handicapped learners.

4. Enrollment Data: Numbers of handicapped learners will be counted using SERVE Report. General enrollment goals will be established.

5. Staff: Staff needs for vocational education will be assessed in terms of projected handicapped enrollment.

   Need for program aides, tutors, and assistants will be assessed.

6. Curriculum Development: Curriculum is reviewed annually. Special requirements for handicapped are reviewed annually.

7. Facilities: Facilities are reviewed annually in terms of program demands, and recommendations are made.

   Facilities are reviewed in individual situations when the handicapped are enrolled.

8. Equipment: Equipment needs are reviewed annually.

9. Instructional Materials: The need for instructional materials is reviewed in situations where the handicapped are enrolled.

10. Evaluation: Vocational education of the handicapped will become a discrete component of the program evaluation process.

ACTION STEP (cont.)

11. Articulation: The instructor will participate in the IEP process and will work cooperatively with appropriate SE personnel.

12. Staff Development: A staff development program will be made available based on topics identified in 1978-79.

    The instructor will participate in a minimum of one staff development program.

13. Cluster Program Advisory Committee: At least one cluster advisory committee meeting will be devoted to the issue of vocational education for the handicapped.

14. Community Resources: Community resources will be reviewed in cooperation with appropriate special educators to identify work observation and placement and placement sites for the handicapped.

15. Guidance: Guidance counselors and special education teachers will ensure that handicapped learners have sufficient knowledge and understanding of vocational programs and their own learning strengths and limitations to make appropriate decisions.

APPENDIX H

CHRONOLOGY OF PLANNING EVENTS

POSSIBLE CHRONOLOGY OF PLANNING EVENTS

Meeting I

A. Introduce task

B. Agree on course of action for task attainment

C. Begin cluster review process

Meeting II

A. Report on tentative findings of cluster review process

B. Provide committee input, and modify reports as needed

C. Submit rough draft for typing

D. Solicit committee input regarding staff development needs - brainstorm strategies for attainment

Interim: Mail draft to committee members for review.

Meeting III

A. Accept or continue to modify plans for vocational education cluster program action

B. Review staff development suggestions - consider possible formats for delivering support

C. Brainstorm suggestions for VAC development

D. Brainstorm innovative ways of improving vocational preparation of handicapped youth

Interim: Submit cluster plans and other recommendations to school administration

Meeting IV (as needed)

A. Complete unfinished tasks

B. New considerations

VOCATIONAL EDUCATION/SPECIAL EDUCATION PROGRAM REVIEW AND PLANNING

I. TASK: Each Area III secondary school will prepare a plan for increasing the number of handicapped learners in vocational education cluster programs and other appropriate vocational instructional settings.

II. SUB-TASKS:

A. Review vocational education cluster components in order to identify areas where action might be indicated.

B. Identify staff development needs.

C. Provide input for Vocational Assessment Center development

D. Determine strategies and innovative practices for meeting the vocational education needs of the handicapped.

APPENDIX I

SUGGESTIONS FOR BUILDING-LEVEL ADMINISTRATIVE ACTION

I. Suggestions For Building Level Action In Mainstreaming Handicapped Learners In Vocational Education

A. Building level planning should:

1. Maximize teacher input
2. Be interdisciplinary
3. Include formal and informal building leadership
4. Stress an affirmative approach to the mainstreaming issue.
5. Identify building goals
   a. Student identification
   b. Needed support services
   c. Instructional materials
   d. Staff development needs
6. Result in a comprehensive statement about how the school will serve handicapped students
   a. Identify persons responsible for goal attainment
   b. Establish timeline for goal attainment
   c. Determine necessary modifications of curriculum and instructional methods
   d. Include procedures for monitoring progress including annual review
   e. Include a plan for staff development
7. Include Area and District resources and support persons
8. Be consistent with Administrative Letter Number 3, 1977-78, which addresses the matter of building level plans.

B. A staff development program should

1. Address affective concerns of teachers

a. Attitudes toward the handicapped

b. Feelings of adequacy about teaching the handicapped

c. Teacher liability (particularly in industrial arts areas)

d. Expectations of teachers

2. Provide ample information regarding P.L. 94-142 and District, Area, and school policies regarding implementation.

3. Result in instructional improvements for all students

a. Instructional methods

1. Individualization

2. Instructional options

3. Cooperative teaching

b. Curriculum development

c. Ways to improve use of support personnel

4. Emphasize teacher practice of new skills and application of concepts in the classroom

C. Teachers and supervisors should mutually plan course goals that would include evaluation of the teachers' effectiveness in teaching all students.